**Literacy in the Content Areas**

|  |  |
| --- | --- |
| P.E. | * Build-a-Word Relay Race – Race to collect letters. First team to make a word (at least 4-5 letters) wins. * Read a story and have physical activities that resemble actions or the setting of the story (i.e. “The Tale of Peter Rabbit”). Read the story with students and set up stations that relate to the passage. Different groups can be different characters or start in different places. Pick a story with lots of action. * Have students keep a health or activity journal. They can set goals, discuss what they like or don’t like about an activity, track their progress in a particular sport. Have them write most days. You could also have them exchange journals to read classmates’ entries and respond (written or silent discussion). * Have students read health, P.E., or sports-related articles in the computer lab. Students can work in pairs if there aren’t enough computers. Bring in reading strategies to build their skills. * Have students read and then write a fitness plan as if they were a coach or personal trainer. * Include a daily “Paragraph of the Day” that connects to the day’s lesson (i.e. volleyball, teamwork, training, heart rate, etc.). * Sentence Game: Break students into small groups and give each group a sheet where each letter corresponds with an activity (A=5 jumping jacks, B=push-ups). Each group creates a sentence by doing the activities, is given a sentence to set the sequence of their activities, or is given the activities and has to figure out the sentence. * Reading Tag: Several students are taggers and several students are “thawers.” When a student is tagged, he/she must stop and do jumping jacks (or some other physical task). The thawers have specific reading or writing tasks (i.e. Read this paragraph, write a sentence explaining \_\_\_\_\_\_\_\_\_\_\_\_, name a reading strategy) on index cards. Thawers look for students who have been tagged and give them one of the tasks and listens to the answer. Once the tagged student completes the task, they are unfrozen. If they get an answer wrong, they have to go to the side and complete a “Challenge Task” before re-entering the game. This could be great after reading an article; the questions could be about what they read. * Introduce pertinent vocabulary at the beginning of class and have them read it in context (playbooks, skills, diagrams, instructions). * Have students watch a video of professionals playing the sport and have them identify vocabulary they have learned or record what they notice in terms of skills/strategy. Have them share/exchange ideas. * Focus on vocabulary that has multiple meanings depending on context (i.e. field, pitch, active, fit). Explicitly teach these words in P.E. context. * Vocab Relay: Give students cards with vocab words or definitions on them. Place cards (more than are needed) at the other end of the gym. Students relay race to collect the correct meanings/words to match their card. First team to finish wins. * Have a “P.E. Good Reads” display to promote reading (books by Mike Lupica, biographies of athletes, books on health and wellness). * Read an excerpt from a P.E. or sports book or talk up a book you have to get students interested. * Have photographs of different techniques or skills and have students write descriptions of them (i.e. a perfect serve, great form while running, etc). * Have students keep record sheets of the rules, techniques, or skills you teach them. Use diagrams, labeling, and sentence summaries. * Have students read the rules for a game or activity rather than listen to them; have them use reading strategies and ask questions of each other to clarify. * Parts of Speech Obstacle Course: Students write an obstacle course based on parts of speech (adverb, verb, preposition, adjective, noun). The team with the most votes gets to build their course for the class (see handout). |
| CTE | * Use an Anticipation Guide at the beginning of the unit. Have students return to it at the end and then reflect on what they learned (summarize). * Vocab Predictions: Give students 4-5 vocab words and a two-column graphic organizer with “Possible Sentences” and “Real Sentences.” Have students share their sentences in a group and choose the one they think is most accurate. Groups write their sentence on the top half of chart paper. Students read a passage to learn the real meaning of the word. They record a sentence that shows they understand the meaning of the word. In their same groups, students pick their best sentence and record their real sentence on the bottom half of their chart. The teacher clarifies any misunderstandings and helps groups recast their sentence as needed. * After learning a skill, have students write an instruction manual or other technical writing piece explaining it to someone else using key vocabulary. * Do a close reading of a blueprint, set of directions, manual, or diagram. * Identify purposes for reading: students record any reading they did the previous day and reflect on its purpose. * Provide students with an instructional purpose (i.e., “When you have finished this reading, I want you to be able to name the three steps for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” * Summarize outside reading related to a career or technical field (fiction or nonfiction) * When learning about a topic, have a diagram or poster to which students post a summary, description, importance, question, connection, reflection (a picture of a piece of equipment, the body, the brain, etc.). * Read and annotate articles about related fields. Students can use graphic organizers or dialectical journals to respond or make connections. * Provide real-world problems to which students must write solutions (see handout) * Give students photos of a topic and have them journal, predict, explain, or reflect |
| Foreign Language | * Read or write a children’s story in the target language. * Read Letters to the Editor in the target language and have them practice identifying the current event the letter discusses. * Write reflections on conversations they have or observe, videos, learning, etc. * Use a Quad-Entry Journal for new concepts or language patterns: Rule, Example, What You Know, What You Don’t Know. * Circle Read: Students have a short paragraph in the target language. In small groups, they verbalize phrases or words that stick out to them, repeating them as they feel is right, creating a verbal rhythm poem * Keep a Meta-Cognition Journal where students track what they learned and how they learned it * Four Posters: Write questions in the target language on large posters and have students respond. They then read others’ responses and respond again. Debrief afterward. * Human Cultural Bingo: Students have a bingo card with prompts that encourage a personal story or describe an aspect of a specific culture (Juneteenth, Trail of Tears, etc.). They find a partner to answer the prompt or who is familiar with the cultural aspect. Afterward, students write about what they learned or what interaction stood out to them * Read a short story or poem from the target culture and then students write their own version * Cloze Reading using target vocabulary |
| Math | * Guide students through a close reading of story problems. * Have students choose a mathematical term and write a poem or story about it; you can have each student choose a different one and compile them into a class book. * Students describe and defend their answer through writing. * Read a word problem or passage and insert commas where they feel they need to slow down. * Annotate word problems with questions, connections, vocabulary, and reactions. * Model reading strategies (think aloud) for reading the textbook (are there graphics or other patterns in the text designed to help students?). * Use a Quad-Entry Journal during notes or for review: Property, Diagram or Example, What You Know, What You Don’t Know. * Create or decipher codes using vocabulary, concepts, logic, etc. * Newspaper Scavenger Hunt: search for tables, graphs, statistics, math news * Do a close reading of a bank statement, receipt, recipe, menu, gas prices over time, etc. * Book Review: Collect a wide variety of books (particularly textbooks) that students review for math ideas or connections * Read literature that presents math problems and have students annotate or close read and try to solve it (*Jayden’s Rescue, The Mysterious Benedict Society, The Toothpaste Millionaire*). * Use environmental print (ads, coupons, deal offers) to help students evaluate consumer habits, competing authorities, and social behavior/decisions |
| Science/Social Studies | * Vocabulary maps: Frayer, flip books, flashcards, fold-ables, vocab trackers. * Survey chapters before reading: note headings, subheadings, graphs, charts, photos, captions, etc. * Use different colors to highlight writing of scientists/historians or student writing according to the purposes of the sentences: prediction, questions, process, data/observation, claims, conclusion, reflection, opinion, fact, analysis. * Activate background knowledge through gallery walks, reading related articles, predicting (KWL chart, anticipation guide), research centers, fiction books/stories with related topics. * Use graphic organizers to map ideas, readings, or processes. * Use Cornell Notes to organize students’ note-taking and practice summaries. * Students write false statements and then exchange with a partner; they rewrite the statement to make it true. * Double-entry journals: Cause/Effect, Predict/Outcome, Important Quote or Event/Response, Problem/Solution, Compare/Contrast. * Choose a difficult text and model how you handle reading it; explicitly mimic the difficulty they will face and how you overcome it. * Create multiple sources of text at various reading levels and provide “managed choice.” * Provide Text Sets that revolve around a specific topic. It can include picture books, novels, short stories, poems, articles, photos, primary source documents, letters, essays, biographies, maps/graphs, quotes, etc. * Use post-its to mark text that can’t be written on. Students can record their thoughts, questions, reactions, etc., mark the page number, and put their post-its on a piece of paper to turn in. * Rewrite a primary source for a specific audience or in a specific genre |
| Fine Arts (visual, music, dance, theater) | * Read biographies of local or famous artists. * Watch a performance or do a gallery walk and write a critique. * Write a story and then reinterpret it as an art piece. * Explicitly teach students strategies for reading music (compare and contrast with reading written text). * Do a close reading of a play. * Have students write a scene between characters in play or screenplay format. * Compose short and longer pieces of original music. * Keep an art journal and write in it regularly. They can reflect on their work, reflect on their progress, record ideas, record goals, and/or keep notes about art they see in or out of the classroom. * Read articles about local art events. * Read about a controversial piece of art and write their own response or reaction. * See two versions of the same performance or two visual interpretations of the same object/person and compare and contrast. Have students record notes, read critiques of both, and then write to defend which piece they think is most effective. * Read a story and then interpret it into a piece or performance. * Read/write metaphors and similes and then interpret them as art. * Look at patterns over time and identify a common topic, theme, or essential question. * Connect/explicitly teach arts vocabulary in relation to language arts: parallelism, rhythm, script, archetypes, repetition, analyze, etc. * Create a written tableau based on an art piece or of their own creation * Analyze Sound Recordings or Performance: Listen and record what, when, for what audience, why, mood, questions * Analyze or do close readings of song lyrics * Read nonfiction literature about medieval art, sculpture, music history, photography, the history of arts/music education. |

Resources:

*Do I Really Have to Teach Reading?* By Cris Tovani

Kelly Gallagher’s Article of the Week: <http://kellygallagher.org/resources/articles.html>

(lots of different topics, all high-interest for students)

AVID’s The Write Path books (see Russ, Alicia, Amy, Lisa, Julie, or Michelle)

The Horrible Histories, Horrible Geography, and Horrible Science series

**I can help you get any other resources or information that interest you.**